



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE CLASSICAL WEEKLY

Entered as second-class mail matter Oct. 8, 1907, at Post Office Brooklyn, N. Y., under Act of Congress of March 3, 1879

VOL I

BROOKLYN, NEW YORK, OCTOBER 26, 1907

No 4

The Classical Weekly is published by the Classical Association of the Middle States and Maryland. The editor-in-chief is Gonzalez Lodge, Teachers College, New York. Associate editors are Charles Knapp, Barnard College; Ernst Riess, The Boys High School, Brooklyn; Mitchell Carroll, George Washington University. Communications should be sent to the editor-in-chief. Inquiries concerning subscriptions and advertising should be addressed to the Business Manager, David H. Holmes, 179 Marcy Avenue, Brooklyn, N. Y. The subscription price is one dollar per year. Single copies 10 cents each.

All persons in the Middle States and Maryland who are interested in the study of the literature, the life, and the art of ancient Greece and ancient Rome are eligible to membership in the Association. Applications may be sent to the Secretary-Treasurer, Charles Knapp, Barnard College, New York. The annual dues (which cover also the subscription to The Classical Weekly) are two dollars.

During the past summer I was presented to a lady who was sojourning at a watering-place with her two sons, one of whom was in a fitting school, the other in college. As soon as she found out my profession she said with great earnestness: "I have been very much troubled by the work of my two sons. Both of them are taking Latin and both of them are preparing their lessons by means of translations. They seem to think it is all right but I can't convince myself that it is. What do you think about it?"

A short conversation with the younger boy confirmed the statement of the mother. I said to him: "If your object in studying Latin were merely to get an idea of what the Latin says, it would be easier and cheaper to use a translation. There would be no sense in your studying the language at all. There must be, therefore, some other reason for studying it; there must be some advantage to be gained by the actual work of translation and if you use a 'pony' you fail to obtain this advan-

tage. You are thus wasting your time and your parents' money. It is merely a business proposition". The boy replied that the question had never been presented to him that way.

I have noticed that in any gathering of teachers of the classics, whenever the question of the misuse of translations by students was broached, a shade, either of weariness or amusement, passed over the countenances of the listeners. And yet is it not true that this problem is the most important one that classical teachers have to face to-day? Has there not been a feeling on the part of thousands of students who have thus prepared their classics in their own college days that they wasted their time? and is not that feeling a potent one in deciding their attitude to classical teaching for their own children? It will not do to smile the question away. It continually recurs. Strict moralists would say that such a practice on the part of pupils was distinctly dishonest and demoralizing. We have to meet that criticism also and if we have no reply except to say that it is an understood thing on both sides the teaching reduces itself to a farce. It is certain that in no department of science, mathematics or history would such a practice on the part of students be tolerated. The fact that it exists among classical students is a serious handicap to classical teaching as compared with the claims of other subjects. For no matter what our attitude is to the question of mental discipline, we are all firmly convinced, sometimes even to the point of vociferousness, that translation affords the best means of training the linguistic sense; that in all respects this exercise is the most valuable part of all classical study.

The question then at once arises whether our methods of conducting translation are correct. The Classical Weekly would be glad to hear from its readers on this subject. Its importance will be evident to every one and any contribution to the solution of the problem will be gladly welcomed.